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ABSTRACT

This document provides an annotated list of early childhood screening and assessment instruments in common use by early childhood assessment specialists or listed in current catalogs of major test publishers. No evaluation of instruments on technical or practical merit is included; inclusion or exclusion of a particular instrument should not be viewed as a judgment about the instrument's value. Instruments are listed alphabetically by title and by type of assessment. For each instrument, the publisher's name, inclusive age ranges, and a brief description are included. Described in this document are 60 screening instruments; 32 intellectual or cognitive instruments; 70 speech and language instruments; 16 pre-academic or academic instruments; 12 motor, sensorimotor, or sensory instruments; 38 adaptive behavior, social competency, or social-emotional instruments; and 20 multi-skills batteries or developmental inventories. The document concludes with a list of the test publishers' addresses. (KDFB)

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# EARLY CHILDHOOD SCREENING AND ASSESSMENT

## Annotated Lists of Screening and Assessment Instruments

Decade of EDUCATIONAL PROGRESS 1990 2000

**COMPILED BY**
**Cuyahoga Special Education Service Center**
**14605 Granger Road**
**Maple Heights, Ohio 44137**

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**UPDATED OCTOBER, 1995**

# Introduction

This document includes alphabetized, annotated lists of early childhood screening and assessment instruments. An effort was made to include as many age-appropriate instruments as possible that are in common use by early childhood assessment specialists or are listed in current catalogs of the major test publishers. No effort was made to evaluate the instruments on either technical or practical merit, and the inclusion or exclusion of a particular instrument from this listing should not be viewed as a judgment about the instrument's value in early childhood screening or assessment.

Screening measures are listed alphabetically by title in Table 1. Early childhood assessment instruments are listed alphabetically by type (e.g., intellectual/cognitive, speech/language) in Table 2. For each instrument, the name of the publisher, the inclusive age ranges, and a brief description are included. Table 3 provides a list of the addresses of the test publishers.

Most early childhood professionals view the screening and assessment of young children as an ongoing process comprising many facets, including interview; observation; standardized, norm-referenced testing; and criterion-referenced/curriculum-based assessment that are not based on published instruments, but are consistent with good clinical practice and knowledge of young children and their families.

For additional guidelines regarding screening and assessment of young children, see the Ohio Department of Education publication, *The Early Childhood Identification Process: A Manual for Screening and Assessment.*

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# Table 1. Annotated List of Early Childhood Screening Instruments

| Screening Instrument | Publisher | Ages | Description/Comments |
|---|---|---|---|
| ABC Inventory | Educational Studies and Development | 3 1/2 to 6 1/2 years | Kindergarten readiness instrument provides readiness age scores. Tasks include drawing and copying, folding, counting, memory, and general information. Requires approximately 10 minutes to administer. |
| Basic School Skills Inventory-Screen | Pro-Ed | 4 to 7 years | Brief (5-8 minute) screening system designed to identify children at risk for school failure, to be followed with in-depth assessment. Designed as first level screen with companion, Basic School Skills Inventory-Diagnostic. |
| Battelle Developmental Inventory: Screening Test | DLM/Teaching Resources | Birth to 3 years | The Screening Test of the BDI comprises two items at each age level (6-month intervals to age 2, and 1-year intervals thereafter) within each domain. A cutoff score is calculated for each domain (and subdomain for motor and communication areas) and total score. The authors recommend children whose raw scores do not exceed the cutoff score be given full BDI. Age equivalent scores may be derived. |

# Table 1. Annotated List of Early Childhood Screening Instruments

| Screening Instrument | Publisher | Ages | Description/Comments |
|---|---|---|---|
| Birth to Three Assessment and Intervention System: Screening Test of Learning and Language Development and Checklist of Learning and Language Behavior | DLM/Teaching Resources | Birth to 3 years | Provides for early identification of developmental delay in 5 domains: language expression, language comprehension, problem solving, social/personal and motor. Provides standard scores, percentiles, and stanines with norms at 6-month intervals. Criterion-referenced checklist samples over 200 developmental behaviors. Results are designed to link directly to activities outlined in intervention manual. |
| Bracken Basic Concept Scale - Screening Tests | Psychological Corp. | 1 1/2 to 8 years | Brief (5 - 10 minute) screening version of the Diagnostic BBCS available in two forms. Designed primarily to identify kindergarten and first grade children who would benefit from more extensive diagnostic assessment. Small group administration possible. |
| Brief Index of Adaptive Behavior (BIAB) | Scholastic Testing Service | 5 to 17 years | Parent or teacher inventory designed to screen students and identify those requiring in-depth evaluation of behavior functioning. Assesses three domains: independent functioning, socialization, and communication. |

# Table 1. Annotated List of Early Childhood Screening Instruments

| Screening Instrument | Publisher | Ages | Description/Comments |
|---|---|---|---|
| Brigance K & 1 Screen - Revised | Curriculum Assoc. | 5 to 7 years | Criterion-referenced and curriculum-referenced screening instrument is designed for use with kindergarten and first grade children. Samples basic early learning skills (e.g., color recognition, rote counting, picture vocabulary). May assist in identification of children requiring additional assessment or for program planning. |
| Brigance Preschool Screen | Curriculum Assoc. | 3 to 5 years | Brief criterion-referenced screening instrument designed to identify children for further assessment and to assist in program planning. Flexible procedures permit individual or group administration and a variety of testing situations and methods. Spanish directions available. |
| Bruininks-Oseretsky Test of Motor Proficiency: Short Form | American Guidance Service | 4 1/2 to 14 1/2 years | Short form of the Bruininks-Oseretsky Battery permits screening of general motor proficiency in 15 to 20 minutes. Derives standard scores, percentile rank, and stanine scores. |

# Table 1. Annotated List of Early Childhood Screening Instruments

| Screening Instrument | Publisher | Ages | Description/Comments |
|---|---|---|---|
| Cambridge Kindergarten Screening Test | DLM/Teaching Resources | 5 to 6 years | Designed to be used to screen for speech and language difficulties in children of kindergarten age. Taps articulation, discrimination, and vocabulary. Requires 10 to 20 minutes: derives raw scores. |
| Carolina Developmental Profile | Kaplan School Supply | 2 to 5 years | Criterion referenced checklist to be administered by the teacher or another professional. Flexibility in administrative procedures allows expanded use for handicapped children. Administrative methods include observation and structured presentation. Test provides developmental age scores in gross and fine motor, visual perception, reasoning, receptive and expressive language. Designed to assist the teacher in developing long-range objectives to increase developmental skills in these areas. A developmental profile across all 6 skill areas is provided. |
| CELF-R Screening Test | Psychological Corp. | 5 to 16 years | A brief (10-minute or less) screening test composed of the items from the CELF-R which were most successful in identifying language problems. Identifies the need for further evaluation through use of a cut-off score. |

# Table 1. Annotated List of Early Childhood Screening Instruments

| Screening Instrument | Publisher | Ages | Description/Comments |
|---|---|---|---|
| Child Anxiety Scale | Western Psychological Services | 5 to 12 years | Group-administered screening test designed to identify children who may be at risk for anxiety-based disturbances. |
| CIRCUS | Educational Testing Service | 4 to 8 years | Group administered screening instrument to determine school readiness and instructional needs and to monitor progress. Includes 17 sub-tests of academically oriented tasks. Downward extension of Sequential Tests of Educational Progress. |
| Comprehensive Identification Process | Scholastic Testing Service | 2 1/2 to 5 1/2 years | Comprehensive screening instrument which determines the need for further evaluation in 8 areas (cognitive-verbal, fine motor, gross motor, speech and expressive language, hearing, vision, social/affective, medical history). Screening can be conducted in the home or a central location by supervised paraprofessionals. Spanish version available. |
| Denver Developmental Screening Test - Revised | LADOCA Publishing Foundation | Birth to 6 years | Identifies developmental delays in these areas: personal-social, fine motor/adaptive language, and gross motor. Responses are scored as normal, questionable, or below normal. Finer discriminations at younger ages. Spanish version available. Original normative sample weighted heavily towards white, middle-class population. Also, children with serious handicaps omitted from original sample. Test materials materials well constructed. Easy to administer. |

# Table 1. Annotated List of Early Childhood Screening Instruments

| Screening Instrument | Publisher | Ages | Description/Comments |
|---|---|---|---|
| Developmental Activities Screening Inventory (DASI-II) | Pro-Ed | Birth to 5 years | Can be administered by teacher or professional diagnostician. Instructions given visually or verbally. Designed as informal screening measure which taps a variety of skills, including sensory intactness, causality, means-end relationships, reasoning, memory, and seriation. Includes alternative administrative procedures for the visually handicapped. Provides a developmental level which may reveal need for further in-depth evaluation. Manual also provides suggested intervention strategies based on performance. |
| Developmental Indicator for the Assessment of Learning - Revised (DIAL-R) | American Guidance Service | 2 to 6 years | Scaled scores obtained in motor, concepts and language areas to assist in identification of children with potential learning problems. Cutoff points provided to determine need for remediation or retest. Cutoff points for 1990 census, white and minority populations, reported separately. |
| Developmental Profile II | Western Psychological Services | Birth to 9 years | Utilizes interview and direct assessment techniques to determine developmental competencies in these areas: physical, self-help, social, academic, and communication. Age scores obtained. Useful for screening large populations quickly. Data obtained helpful in developing individual remedial plans. Also provides an adequate measure for evaluating programs with pre and post-test data. Requires 20 to 40 minutes. |

# Table 1. Annotated List of Early Childhood Screening Instruments

| Screening Instrument | Publisher | Ages | Description/Comments |
|---|---|---|---|
| Developmental Tasks for Kindergarten Readiness (DTKR) | Slosson Educational Publications | 4 1/2 to 6 years | Twelve subtests clustered into four domains: oral language, visual motor, cognitive, and social development. Scores reported in standard deviations from the mean by age and sex. Designed to be administered prior to kindergarten entrance to provide objective data about skills and abilities as they relate to successful school performance. |
| Developmental Test of Visual Motor Integration (Beery VMI) | Follett Publishing Company | 3 years to adult | Screening test of visual motor functioning using form copying format. Provides visual motor age equivalent scores, standard scores. and percentile scores. |
| Diagnostic Inventory for Screening Children (DISC) | Psychological Corp. | Birth to 5 years | Determines average/above average functioning or possible/probable delay in 8 developmental areas: fine motor, gross motor, receptive language, expressive language, visual attention and memory, auditory attention and memory, self-help skills, and social skills. |

# Table 1. Annotated List of Early Childhood Screening Instruments

| Screening Instrument | Publisher | Ages | Description/Comments |
|---|---|---|---|
| Diagnostic Screening Test: Achievement (DSTA) | Slosson Educational Publication | 5 to 13 years | This brief (5 to 10 minute) screening test is designed to provide an estimate of practical data about the student's school achievement. Derives a Consolidation Index (reflects how solid or spotty a student's knowledge is), grade equivalent, and age equivalent scores. |
| Early Language Milestone Scale (ELM) | Pro-ED | Birth to 3 years | Brief (1 to 4 minute) screening test designed to identify possible speech/language delay. Items clustered into three functions: auditory expressive, auditory receptive, and visual. |
| Early Preschool Screen | Curriculum Associates | 2 to 2 1/2 years | Brief criterion-referenced scale designed to identify young children who require further testing. |

# Table 1. Annotated List of Early Childhood Screening Instruments

| Screening Instrument | Publisher | Ages | Description/Comments |
|---|---|---|---|
| Early Screening Inventory | Teachers College Press | 4 to 6 years | Samples developmental skills in three major domains: visual motor/adaptive, language & cognition, and gross motor/body awareness. Results in OK, rescreen, or refer decision outcomes. Highly correlated with McCarthy Scale of Children's Abilities and first grade school performance. Spanish and Korean versions available. |
| Early Screening Profiles | American Guidance Service | 2 to 7 years | Screening instrument designed to identify children who may be gifted or at-risk. Examines for learning problems. May administer part or all of three basic profiles (cognitive/language, motor, & self-help/social) and four surveys (articulation, home, health history, behavior). Derives screening index scores or standard scores. |

# Table 1. Annotated List of Early Childhood Screening Instruments

| Screening Instrument | Publisher | Ages | Description/Comments |
|---|---|---|---|
| Florida Kindergarten Screen Battery (FKSB) | Slosson Educational Publications | 5 to 6 years | Based on over 12 years of research, the FKSB has been found to identify those children at risk for later reading difficulty without significant misclassification. Consists of four required (Recognition, Discrimination, Alphabet Recitation, PPVT, and Beery VMI)and an optional fifth sub-test (Finger Localization). Includes cutting scores, and identifies children in need of further assessment. |
| Fluharty Preschool Speech and Language Screening Test | DLM/Teaching Resources | 2 to 6 years | Designed to screen for possible speech-language disorders, to be identified via further assessment. Screens syntax, auditory comprehension, and target identification of articulation in 5 to 10 minutes. Standardized on over 2,000 children; derives cutoff scores. |
| Humanics National Assessment Form | Humanics Limited | Birth to 3 years; 3 to 6 years | These two scales are made up of checklists of selected skills and behaviors designed to be used by teacher or teacher's aide. The 3-6 year old form taps these areas: Cognitive, social-emotional, motor skills, hygiene and self-help. Checklists assist in the observation of behavior and help in the planning of educational activities. |
| Joliet 3 Minute Speech and Language Screen (JMSLS) | Slosson Educational Publications | 5 to 11 years | Designed to assist in public school screening of large numbers of children to identify those who may have language disorders and require further evaluation. Provides normative data for each grade (K-5th grade). |

# Table 1. Annotated List of Early Childhood Screening Instruments

| Screening Instrument | Publisher | Ages | Description/Comments |
|---|---|---|---|
| Joseph Pre-School and Primary Self-Concept Screening Test | Stoelting | 3 1/2 to 9 years | This brief (5 to 7 minute) screening test uses a pictorial, forced-choice format to identify children who may experience learning or behavior problems due to negative self appraisals. |
| Keystone Telebinocular School Vision Screening Programs | Academic Therapy Publications | 5 to 18 years | Quick, comprehensive telebinocular screening procedure measures acuity, perceptual, and visual skills. Components include a Rapid Screening Program requiring 2 minutes, and a Comprehensive Test Battery, requiring 5 minutes, that is administered to students who fail the rapid screening. |
| LAP Kindergarten Edition | Kaplan School Supply | 4 1/2 to 5 1/2 years | This standardized 15-minute screening instrument was designed to be used for children entering kindergarten. Developed in collaboration with the Kentucky Dept. of Education & the Chapel Hill Outreach Project. Normed on 4,500 children. |
| Learning Disability Evaluation Scale (LDES) | Hawthorne Educational Services | 5 to 18 years | Quantifies performance observations made by teachers or other educational personnel. Profile classifies student's difficulties in areas of listening, thinking, speaking, reading, writing, spelling, or mathematical calculations. Useful as an initial screening procedures to identify children who may requirein-depth evaluation. |
| Lexington Developmental Scales | Child Development Centers of the Bluegrass, Inc. | Birth to 6 years | Provides charted age level for these areas: motor, language, cognitive, emotional, and personal-social development. Useful in charting progress, planning intervention. Inexpensive and easy to score. Available in long or short form. |



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# Table 1. Annotated List of Early Childhood Screening Instruments

| Screening Instrument | Publisher | Ages | Description/Comments |
|---|---|---|---|
| The Lollipop Test: A Diagnostic Screening Test of School Readiness | Stoelting | 5 to 7 years | Designed to identify deficiencies and strengths in kindergarten children. Requires approximately 15 - 20 minutes to administer. |
| Maxfield Buchholz Scale of Social Maturity with Preschool | American Foundation for the Blind | 1 month to 6 years | Measure of social competency for young visually impaired children. Scale evaluates scope of activities in child's everyday life. Sections include self-help, communication, socialization, locomotion, and occupation. |
| McCarthy Screening Test | Psychological Corp. | 4 to 6 1/2 years | Six selected sub-tests from the McCarthy Scales of Children's Abilities used to identify potential learning problems. |
| Miller Assessment for Preschoolers (MAP) | American Guidance Service | 2 1/2 to 5 1/2 years | Comprehensive screening battery designed to identify children with mild to moderate developmental problems. May be administered by trained para-professionals. Based on 10 years of research, including 5-year predictive validity study. Derives percentile rank scores. Training videotape available. |
| Miller First Step | The Psychological Corporation | 2 years 9 mos. to 6 years 2 mos. | Quick (15 minute) screening tool to identify young children who may have mild to severe school related problems. It addresses all 5 domains mandated by IDEA-cognition, communication (language), motor, social-emotional, and adaptive functioning. It identifies areas of suspected deficit in need of furtherr evaluation. |
| Minneapolis Preschool Screening Instrument | Minneapolis Public Schools | 3 1/2 to 5 1/2 years | Screening instrument assesses a wide range of developmental areas important for school learning. Correlates .70 with Metropolitan Readiness Test. (15 minutes) |

# Table 1. Annotated List of Early Childhood Screening Instruments

| Screening Instrument | Publisher | Ages | Description/Comments |
|---|---|---|---|
| Northwestern Syntax Screening Test | Stoelting | 3 to 8 years | Picture stimuli are used to screen for errors in receptive and expressive use of syntax. Identifies children who may require further evaluation. |
| Preschool Attainment Record | American Guidance Service | 6 months to 7 years | Rating scale and checklist which may be completed by parent, teacher, or other adult familiar with child in approximately 30 minutes. Useful for children with developmental delays, emotional disturbance, neuro-muscular impairments. Items are scored pass, fail or doubtful. Scores obtained on three scales: intellectual, social, and physical as well as overall attainment quotient. Areas assessed include ambulation, manipulation, rapport, communication, responsibility, information, ideation, and creativity. Test will be discontinued when current supplies are depleted. |
| Pre-School Screening Instrument | Stoelting | 4 to 5 1/2 years | This brief (5 to 8 minute) screening test is designed to identify pre-kindergarten children who have potential learning problems. Includes parent questionnaire to provide developmental and medical history. |
| Preschool Screening System | Early Recognition Intervention Systems | 2 1/2 to 5 1/2 years | An individually administered screening test of learning efficiency combined with a parent questionnaire used as a first step toward recognizing and responding to the special learning needs of pre-school or kindergarten children. A short form, requiring only 5 minutes, can be used as a pre-screen for large groups. Spanish version available. |

# Table 1. Annotated List of Early Childhood Screening Instruments

| Screening Instrument | Publisher | Ages | Description/Comments |
|---|---|---|---|
| Quickscreen | Western Psychological Services | 5 to 7 years | Brief (15 to 25 minute) screening instrument is designed for whole-class administration to identify students in kindergarten and grades 1 and 2 who may have speech, language, or learning problems. Cutoff scores are provided to identify students into risk categories. Reported to correlate highly with Metropolitan Readiness Test. |
| Riley Preschool Developmental Screening Inventory | Western Psychological Services | 4 to 6 years | Designed to identify preschool, kindergarten, or first grade children who are most likely to need special assistance in adjusting to school. Group or individual assessment possible. Test directions available in English and Spanish. |
| Rockford Infant Developmental Evaluation Scales (RIDES) | Scholastic Testing Service | Birth to 4 years | Observation and structured items arranged on checklist form. Includes five domains (personal-social/self-help, fine motor/adaptive, receptive language, expressive language, gross motor). Functional levels charted on progress graph. Useful for ongoing assessment and programming. |
| School/Home Observation and Referral System (SHORS) | CTB/McGraw Hill | 3 to 8 years | Parent and teacher checklists designed to identify evidence of problems which may interfere with learning from pre-school to third grade. General and specific checklists tap common physical symptoms or behavioral signs of difficulty which may suggest the need for in-depth evaluation. |

# Table 1. Annotated List of Early Childhood Screening Instruments

| Screening Instrument | Publisher | Ages | Description/Comments |
|---|---|---|---|
| SEARCH: A Scanning Instrument for Identification of Potential Learning Disability | Walker Educational Book Corporation | 5 to 6 years | Brief (20 minute) screening scale designed to identify children at risk for school failure during kindergarten or early first grade. Derives four indices of perceptual functioning: visual, auditory, intermodal, and body image. |
| Slosson Articulation Language Test with Phonology (SALT-P) | Slosson Educational Publications | 3 to 6 years | A norm-referenced screening test which incorporates the areas of articulation, phonology, and language into a single score reflecting the child's communicative competence. Includes a rapid prescreening segment to identify children who are deficient in pragmatic skills. |
| Spanish/English Performance Screening (S/ELPS) | CTB/McGraw Hill | 5 to 7 years | Designed to provide an objective measure of a child's dominant language (English or Spanish) for initial learning in grades kindergarten through 2. Can be administered by a bilingual adult in approximately 10 to 15 minutes. Compares child's performance in one language with performance in another, and identifies as one of six language categories (e.g., dominantly Spanish; almos' no English). |
| Speech and Language Evaluation Scale (SLES) | Hawthorne Publishing Company | 4 to 18 years | Teacher-completed scale designed to identify students who require further assessment for speech/language disabilities. Separate norms for males and females. |

# Table 1. Annotated List of Early Childhood Screening Instruments

| Screening Instrument | Publisher | Ages | Description/Comments |
|---|---|---|---|
| Test of Articulation Performance-Screen (TAP-S) | Pro-Ed | 3 to 9 years | This brief, 31-item screening instrument identifies children who require further evaluation of articulation ability. Normative data (quotients, percentiles, and age equivalents) are provided for both spontaneous speech and imitation production. |
| The Token Test for Children | DLM/Teaching Resources | 3 to 12 years | This screening device identifies possible weaknesses in receptive language capacity. Norms (standard scores) are reported in 6 month intervals. Requires approximately 10 minutes to administer. |
| Vane Kindergarten Test | Clinical Psychology Publishing Company | 4 to 6 1/2 years | Kindergarten screening instrument designed to evaluate intellectual and academic potential. |
| Verbal Language Development Scale | American Guidance Service | 1 month to 16 years | Test utilizes parent or teacher interview to measure child's performance on verbal tasks. Provides a language age equivalent. Adapted from two other tests: Vineland Social Maturity Scale, and Utah Test of Language Development, of which this is an interview version. Mother or rater opinion is basis of measure. |
| Visual Skills Appraisal (VSA) | Slosson Educational Publications | 5 to 10 years | Screening test designed to detect visual deficits related to classroom work. Six subtests assess pursuit, scanning, aligning, locating movements, eye-hand coordination, and fixation unity. Cutoff scores are used to identify students requiring referral to a vision specialist. |
| Washer Visual Acuity Screening Technique (WVAST) | Scholastic Testing Service | 2 1/2 years to adult | Near and far vision screening developed especially for severely handicapped/low functioning populations. Also useful for pre-schoolers: has been used successfully as early as 18 months. |

# Table 2 A: Annotated List of Early Childhood Screening Instruments
# INTELLECTUAL/COGNITIVE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Bayley Scales of Infant Develeoment Second Edition | Psychological Corp. | 1 month to 3 1/2 years | Restricted administration - professional diagnostician (psychologist). Mother should be present during evaluation. 45 minutes to administer. Derives scores for Mental Development Index, Psychomotor Development Index, Behavior Rating Scale. Attractive materials, though heavy to transport. Broad sampling of infant behavior. Administration difficult: considerable familiarity with materials necessary. |
| Cattell Infant Intelligence Scale | Psychological Corp. | 3 months to 2 1/2 years | Test provides a mental age score and IQ for children 3 to 30 months. It can be considered a downward extension of the Stanford-Binet Scale (Form L-M). Scoring in subjective. May not be as current as other available measures. Data obtained (i.e., mental age and IQ) may not provide as much diagnostic information as other devices. |
| Central Institute for the Deaf Preschool Performance Scale (CID) | Stoelting | 2 to 6 years | This is a nonverbal, activities-based scale of several cognitive areas, including manual planning, manual dexterity, form perception, perceptual/motor skills, preschool skills, and part-whole relationships. Norms are based on children who are deaf or language-impaired. A deviation IQ is derived. |
| Cognitive Abilities Scale | Pro-Ed | 2 to 4 years | Includes 88 items to derive scores (standard scores & percentiles) for five subtests and a total score. Designed to yield data regarding skills in language, imitation, reading memory, mathematics, and handwriting. Derives an overall measure of performance for children who will not talk or whose speech is unintelligible. |

# Table 2 A: Annotated List of Early Childhood Screening Instruments
# INTELLECTUAL/COGNITIVE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Cognitive Skills Assessment Battery Second Edition (CSAB) | Slosson Educational Publications | 4 to 6 years | Designed to provide a profile of skill competencies for the purpose of curriculum planning in pre-kindergarten and kindergarten programs. Assesses a wide variety of cognitive skill areas. Class profile enables teacher to match classroom goals in cognitive skill areas to individual pupils. |
| Columbia Mental Maturity Scale | Psychological Corporation | 3 1/2 to 10 years | Individually administered mental ability test requires no verbal response and minimal motor response. Especially useful with children who have motor or hearing handicaps. Norms (age deviation, with corresponding percentile rank and stanine) may have limited value for educational programming. |
| Detroit Tests of Learning Aptitude - Primary | Pro-Ed | 3 to 10 years | Designed to provide a measure of general cognitive ability as well as a profile of intra-individual strengths and weaknesses. Reports quotients and percentile scores. No data reported to support the construct validity of 8 subtest scores. |

# Table 2 A: Annotated List of Early Childhood Screening Instruments
# INTELLECTUAL/COGNITIVE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Differential Ability Scales | Psychological Corporation | 2 1/2 to 18 years | Provides cognitive assessment battery for upper and lower preschool ages. Derives cluster scores for verbal ability, nonverbal ability and general conceptual ability. Also incorporates diagnostic subtests to assist in identifying cognitive strengths and weakness. |
| Draw a Person: A Quantitative Scoring System | Psychological Corporation | 5 to 17 years | Norm-referenced, nonverbal measure of intellectual ability based on the child's drawings of human figures. Individual or group administration possible. Provides clear, objective scoring guidelines organized into 14 components. Yields standard scores, percentile ranks, and age equivalent scores. |
| Extended Merrill-Palmer Scale | Stoelting | 3 to 6 years | Designed to be used either independently or in conjunction with the original Merrill-Palmer Scale to measure intelligence in young children. Sixteen tasks differentiate these cognitive processes: semantic production, figural productions, semantic evaluation, and figural evaluation. |



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# Table 2 A: Annotated List of Early Childhood Screening Instruments
# INTELLECTUAL/COGNITIVE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Goodman Lock Box | Stoelting | 3 to 6 years | Creative device consisting of a box with 10 doors, each with a different latch, which systematically and rapidly measures the preschool child's ability to organize a free-choice situation. Supplements data from traditional intelligence measures. The examiner observes the child with the device, recording responses to derive measures of competence, mental organization, and aimless actions. Reported to be useful in the differential diagnosis of autistic children. |
| Hiskey-Nebraska Test of Learning Aptitude (H-NTLA) | Dr. Marshal S. Hiskey | 3 to 16 years | Administered by professional diagnostician. Nonverbal, untimed test most often used with hearing impaired children. Pantomime and practice exercises are included to increase comprehension of directions. Measures learning aptitude on the basis of up to 12 subtests: puzzle blocks, block patterns, picture associations, picture identification, paper folding, memory for digits, visual attention span, and completion of drawings. Separate norms for deaf (learning age) and hearing (mental age) subjects. |
| Human Figure Drawing Test | Pro-Ed | 5 to 11 years | Analysis of children's drawings of human figures is designed to measure nonverbal conceptual ability. May be administered individually or in groups in 10 to 15 minutes. Results are reported in standard scores and percentile. |

# Table 2 A: Annotated List of Early Childhood Screening Instruments
# INTELLECTUAL/COGNITIVE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Kaufman Assessment Battery for Children (K-ABC): Mental Processing Scale | American Guidance Service | 2 1/2 to 12 1/2 years | Defines mental processing as the ability to process information and solve problems via two strategies: Sequential and Simultaneous. Permits the use of practice and training items. Reports standard scores, percentiles, and age equivalent scores. Separate percentile rank norms differentiated for black and white children by socioeconomic level are available. |
| Kaufman Brief Intelligence Test (K-BIT) | American Guidance Service | 4 to adult | A brief, individually administered screener of verbal and nonverbal intelligence. Derives scores on Vocabulary and Matrices subtests, and an IQ composite. |
| Kaufman Infant and Preschool Scale (KIPS) | Stoelting | Birth to 4 years | Designed to measure early high-level cognitive skills in areas of general reasoning, storage, and verbal communication. Test results linked to suggestions for appropriate activities and experiences to enhance later adaptive functioning. |
| Knox's Cube Test, Junior | Stoelting | 2 to 8 years | Non-verbal mental test designed to assess attention span and short-term memory. Administration may employ pantomime, making this instrument useful for the assessment of deaf, non-verbal and non-English-speaking populations. |

# Table 2 A: Annotated List of Early Childhood Screening Instruments
# INTELLECTUAL/COGNITIVE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Leiter International Performance Scale | Stoelting | 2 years to adult | Nonverbal test of cognitive ability suitable for use with children who are deaf, cerebral palsied, non-English speaking, or culturally disadvantaged. Preschool level items rely heavily on visual matching. |
| Matrix Analogies Test (MAT) | Psychological Corporation | 5 to 18 years | Designed to assess nonverbal reasoning ability. A 34 item Short Form is available for screening and group administration. The Expanded Form incorporates four groups of items: pattern completion, reasoning by analogy, serial reasoning, and spatial visualization. Standard scores, percentile ranks, stanines, and age equivalent scores are reported. |
| McCarthy Scales of Children's Abilities | Psychological Corporation | 2 1/2 to 8 1/2 years | Designed to provide a measure of general intellectual and motor functioning of young children. Eighteen tests are grouped into 6 scales: verbal, perceptual-performance, quantitative, memory, motor, and general cognitive index. Scores obtained are reported as standard scores. |
| Merrill-Palmer Scale | Stoelting | 3 to 8 years | Largely non-verbal scale designed to serve as substitute for or supplement to the Stanford-Binet (Form L-M). Total score converted into mental age, sigma value, or percentile rank. |

# Table 2 A: Annotated List of Early Childhood Screening Instruments
# INTELLECTUAL/COGNITIVE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Minnesota Preschool Scale | Stoelting | 1 1/2 to 6 years | Composed of 26 tests designed to provide a measure of intellectual functioning. Three scores obtained: verbal, nonverbal and total. Raw scores may be converted to percentile score, IQ equivalents, or C scores. Incorporates practice items. |
| Nonverbal Test of Cognitive Skills (NTCS) | Psychological Corporation | 5 to 13 years | Designed to measure the cognitive abilities of students in K-7 who have limited verbal ability. Uses pantomimed instructions and minimizes bias due to language or cultural differencies. Comprises 14 subtests sensitive to academic learning and performance. Derives Cognitive Skills Age, Cognitive Skills Index, and percentile rank. |
| Perkins-Binet Test of Intelligence for the Blind | Perkins School for the Blind | 4 to 18 years | Adaptation of the Stanford-Binet (Form L-M), designed for and standardized on legally blind subjects. Reported to be a useful diagnostic aid for the visually handicapped, although the manual contains errors and omissions. Cautions about the conversion of performance to intelligence quotients have been recommended by the test publishers. |

# Table 2 A: Annotated List of Early Childhood Screening Instruments
# INTELLECTUAL/COGNITIVE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Pictorial Test of Intelligence | Riverside Publishing Co. | 3 to 8 years | Individual test of general ability allows child to respond in multiple-choice fashion from large picture cards. Six subtests are included: picture vocabulary, form discrimination, information and comprehension, similarities, size and number and immediate recall. Total number correct converted to MA units and deviation IQs. Useful for children with motor or speech handicaps. |
| Smith-Johnson Nonverbal Performance Scale | Western Psychological Services | 2 to 4 years | Developed after years of research at the John Tracy Clinic, serving hearing handicapped children. Tasks designed to evaluate development across a broad range of skills. Standardized on 600 hearing impaired and 600 hearing children, with separate norms available for each. |
| Stanford-Binet Intelligence Scale, Form L-M | Riverside Publishing Co. | 2 years to adult | Test designed to obtain a measure of intellectual functioning. Tasks divided by age appropriateness. Scores obtained are reported in terms of mental age and IQ. Many materials and items date from 1930's, norms from 1972. |
| Stanford-Binet Intelligence Scale, Fourth Edition | Riverside Publishing Co. | 2 years to adult | Organizes 15 subtests into four cognitive abilities (Verbal Reasoning, Abstract/Visual Reasoning, Quantitive Reasoning and Short-Term Memory). Young children typically receive 6 to 8 subtests. Reports scaled scores; percentile and age equivalent scores may be derived. |

# Table 2 A: Annotated List of Early Childhood Screening Instruments
# INTELLECTUAL/COGNITIVE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Test of Early Learning Skills (TELS) | Scholastic Testing Service | 3 1/2 to 5 1/2 years | Individually administered measure of cognitive skills includes 18 items in each of three subtests: Thinking Skills, Language Skills, and Number Skills. |
| Test of Nonverbal Intelligence (TONI-2) | Pro-Ed | 5 to Adult | Language-free measure of intelligence aptitude, and reasoning. Instructions are pantomimed, and child responds by pointing. May be given individually or in small groups of up to 5 persons. Derives percentile ranks and standard score. |
| Wechsler Preschool and Primary Scale of Intelligence (WPPSI-R) Revised | Psychological Corp. | 3 to 7 years | Test provides a measure of intellectual functioning via Verbal and Performance Scales. Standard scores reported for subtests provide some information about strengths and weaknesses. |
| Woodcock-Johnson Psycho-Educational Battery - Tests of Cognitive Ability | DLM/Teaching Resources | 2 years to adult | Part one of the Woodcock-Johnson Psycho-Educational Battery. Twelve subtests of cognitive ability report scores in areas of broad cognitive ability, verbal ability, reasoning, perceptual speed, and reading, math, written language, and knowledge aptitudes. |


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# Table 2 B: Annotated List of Early Childhood Assessment Instruments
## SPEECH/LANGUAGE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| ALPHA Test of Phonology | Lingui Systems | 3 to 8 years | Assesses articulation and phonology. Yields standard score, percentile rank and age of process suppression for phonology and age of mastery for articulation. |
| Arizona Articulation Proficiency Scale | Western Psychological Service | 1 1/2 to 14 years | Brief, objective measure of articulatory skill. Provides intelligibility descriptions, severity designations, developmental age equivalents, percentile rankings, and standard scores. |
| Assessing Semantic Skills through Everyday Themes (ASSET) | Lingui Systems | 3 to 9 years | Provides semantic and vocabulary skill information in both receptive and expressive areas. Derives age equivalencies, standard scores and percentile ranks. |
| Assessment of Children's Language Comprehension | Consulting Psychologists Press | 3 to 6 1/2 years | Test uses core vocabulary of 50 common words combined in 2, 3, and 4 element phrases. Elements are agents, actions, relations, objects, and attributes. Training items are included. Mean scores on 4 subtests by 6 month intervals and by sex are available. Group form available for preliminary screening of very young children. Spanish version available. |

# Table 2 B: Annotated List of Early Childhood Assessment Instruments
## SPEECH/LANGUAGE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Assessment of Phonological Processes Revised APP-R | Slosson Educational Publications Psychological & Educational Publication | 2 to 8 years | Diagnostic instrument designed to analyze and describe the most severe speech disorders. Derives percentage of occurrence scores for 10 critical processes. Assists in developing intervention and monitoring progress. |
| Auditory Continuous Performance Test (ACPT) | Psychological Corp. | 5 to 11 years | Detects presence of auditory attention deficits and assists in diagnosis of ADD. |
| Bangs Receptive Checklist for Preschool and Kindergarten Children | Communication Skill Builders | 3 to 7 years | Assesses receptive vocabulary words and phrases in in a developmentally - sequenced order. |
| Bankson Language Test-2 | Pro-Ed Slosson | 3-0 to 6-11 years | Assesses semantic knowledge, morphological/syntactical rules, and pragmatics. A short form is available for screening. Provides standard scores and percentile ranks. |
| BBCS Screening Tests | Psychological Corp. | 5 -7 years | Quick screen for concept development problems. Derives standard scores, percentile ranks and concept ages. |

# Table 2 B: Annotated List of Early Childhood Assessment Instruments
## SPEECH/LANGUAGE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Bilingual Syntax Measure I & II (BSMI) (BSMII) | Psychological Corp. | Pre Kindergarten-grade 12 | Measures oral proficiency in English and/or Spanish. Gives levels of proficiency and equivalent Lau categories. |
| Boehm Test of Basic Concepts - | Psychological Corp. | 3 to 8 years | These instruments, one for ages 3 to 5(Preschool) and one for grades K-2 (Revised) are designed to measure children's mastery of concepts considered necessary for achievement in early school years. Concepts include those of space (location, direction), time and quantity. Scores obtained are percentiles by grade. Revised version can be administered in small groups. Percentile scores derived. |
| Bracken Basic Concept Scale - Diagnostic Scale | Psychological Corp. | 2 1/2 to 8 years | Provides a comprehensive, norm-referenced assessment of a child's understanding of basic concepts in 11 categories (e.g., color, letter identification, quantity, shapes). Yields standard scores, concept ages, percentiles, and a subtest profile. Results can be translated into useful intervention plans. |
| Carolina Picture Vocabulary Test | Pro-Ed | 4 to 11-6 years | Assess receptive sign vocabulary of deaf and hearing impaired children. Provides scaled scores, percentile ranks, and age equivalency scores. |

# Table 2 B: Annotated List of Early Childhood Assessment Instruments
# SPEECH/LANGUAGE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Carrow Auditory - Visual Abilities Test (CAVAT) | DLM/Teaching Resources | 4 to 10 years | Fourteen subtests used to measure auditory and visual perception, motor skills, and memory. Designed to assist in the identification of language or learning disabilities. Derives percentile ranks and T-scores in two domains: Visual Abilities Battery and Auditory Abilities Battery. |
| Carrow Elicited Language Inventory | DLM/Teaching Resources | 3 to 8 years | Test provides a measure of child's syntactic development. Scores reported in percentiles and standard scores. Training guide and training tape can be used with child for remediation. |
| CELF-R Screening Test | Psychological Corp. | 5-16 years | Identifies children with possible language disorders. Criterion score results. |
| Clark-Madison Test of Oral Language | Pro-Ed | 4 to 8 years | A non-imitative elicitation technique is used to evaluate spoken responses generated within a communicative exchange. |
| Clinical Evaluation of Language Fundamentals - Revised (CELF-R) | Psychological Corp. | 5 to 16 years | Revision of the CELF, this is a comprehensive diagnostic tool to measure language skills of LD students in areas of semantics, syntax, phonology, and memory. Provides standard scores, percentile ranks, and age equivalent scores. |

# Table 2 B: Annotated List of Early Childhood Assessment Instruments
## SPEECH/LANGUAGE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Clinical Evaluation & Language Fundamentals - Preschool (CELF-Preschool) | Psychological Corp. | 3-6 years | Measures broad range of expressive and receptive language skills in preschool & early elementary aged children. Derives standard scores, percentile ranks and age equivalents. |
| Communication Abilities Diagnostic Test (CADeT) | Communication Skill Builders | 3-9 years | Assesses syntax, semantics and pragmatics in informal setting. Normed for language comprehension and expression. |
| Comprehensive Receptive and Expressive Vocabulary Test | Pro-Ed | 4-17 years | Contains 2 subtests designed to measure receptive and expressive oral vocabulary. Standard scores, percentiles and age equivalents are derived. |
| ECO Scales | Special Press, Inc. | Infants and older children with communication disorders. | Ecologically-based observational assessment provides a model for assessing the interactive and communicative skills of preconversational skills and their adult caregivers. Useful in program planning and progress monitoring. |
| Evaluating Acquired Skills in Communication (EASIC) - Revised | Communication Skill Builders | 3 months to 8 years | Assesses communication skills of children with severe language impairments. Provides developmental age data. |

# Table 2 B: Annotated List of Early Childhood Assessment Instruments
## SPEECH/LANGUAGE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Expressive One-Word Picture Vocabulary Test (EOWPVT-R) Revised | Stoelting/Pro-Ed | 2 to 12 years | Uses pictorial stimuli to identify the level of expressive vocabulary. Yields standard scores, stanines, language ages, and percentile ranks. Reported to have equivalent norms with the Receptive One-Word Picture Vocabulary Test. |
| Goldman-Fristoe Test of Articulation | American Guidance Service | 2 to 17 years | Individually administered, criterion-referenced device designed to provide a systematic assessment of articulation of consonant sounds. Includes a stimulability subtest. Percentile scores can be derived. Manual includes diagnostic information. |
| Goldman-Fristoe-Woodcock Auditory Skills Test Battery | American Guidance Service | 3 years to adult | Consists of 12 tests in four categories: auditory discrimination, auditory memory, and sound-symbol association. Administration of entire battery or clusters of tests is possible. Norms (age equivalents, percentile ranks, standard scores, and stanines) permit comparison with clinical populations. |
| Goldman-Fristoe-Woodcock Test of Auditory Discrimination | American Guidance Service | 4 to 70+ years | Multiple-choice pictorial format and prerecorded audiocassette provide a measure of speech-sound discrimination in quiet and noise conditions. Percentile ranks and standard scores reported. Error analysis may be derived to assist in planning interventions. |

# Table 2 B: Annotated List of Early Childhood Assessment Instruments
## SPEECH/LANGUAGE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Houston Test for Language Development | Stoelting | Birth to 6 years | Assesses linguistic and non-verbal communication ability. Infant Scale (for use up to 18 months) is check sheet for observing linguistic and pre-linguistic skills. The 2 to 6 year test includes numerous subtests (e.g., Gesture, Syntax, Imitates Prosodic Patterns) to assess various aspects of language. |
| Khan-Lewis Phonological Analysis (KLPA) | American Guidance Service | 2 to 6 years | Provides a comprehensive assessment of the use of 15 phonological processes. Designed to supplement the diagnostic information provided by the Goldman-Fristoe Test of Articulation. Articulation errors may be categorized into 12 developmental (normal) and 3 nondevelopmental (abnormal) phonological processes. |
| Language Assessment Battery (LAB) | Riverside Publishing Co. | 5 to 18 years | Designed to identify Spanish-speaking students who cannot effectively participate in English-speaking classrooms, and for providing a companion measure of their communication skills in Spanish. Administered individually in kindergarten through grade 2. Use of criterion-referenced interpretation and locally developed cutoff scores is recommended. |

# Table 2 B: Annotated List of Early Childhood Assessment Instruments
## SPEECH/LANGUAGE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Language Processing Test (LPT) | Lingui Systems | 5-11 years | Uses familiar vocabulary to evaluate how students organize information and identify language processing breakdowns through 5 subtests. Yields age equivalencies, percentile ranks and standard scores. |
| Language Structured Auditory Retention Span Test (LARS) | Academic Therapy Publications | 3 1/2 years to adult | Assesses the ability to maintain short-term memory for linguistically significant information. Derives mental ages and recall quotient. Reported to be useful in the assessment of learning disabilities. |
| MacArthur Communicative Development Inventories (CDI) | Psychological Corp. | 8-30 months | Evaluates young children's communication skills with norm-referenced parent check lists. Yields percentile scores based on age and gender. |
| Let's Talk Inventory for Children (LTI-C) | Psychological Corp. | 4 to 8 years | Identifies children with social-verbal communication skills difficulties. Provides means and standard deviations by age groups. |
| (The) Listening Test | Lingui Systems | 6-11 years | Assesses crucial, classroom relevant listening skills, including main idea, details, concepts and reasoning. Produces standardized profiles. |
| Miller-Yoder Language Comprehension Test | Pro-Ed | 4 to 8 years | Provides a brief assessment of children's understanding of short, simple sentences in a variety of grammatical structures. Appropriate for use with normal, delayed, and mentally retarded populations. |


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# Table 2 B: Annotated List of Early Childhood Assessment Instruments
## SPEECH/LANGUAGE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Multilevel Informal Language Inventory (MILI) | Psychological Corp. | 4-12 years | Assesses oral language functioning through formal and informal procedures. Provides language profile. |
| (The) Patterned Elicitation Syntax Test (PEST) | Communication Skill Builders | 3-7 1/2 years | Analyzes morpheme omissions for syntactical or morphologic limitations. Age referenced norms. |
| Peabody Picture Vocabulary Test - Revised | American Guidance Service | 2 1/2 years to adult | Individually administered instrument provides a measure of child's knowledge of receptive vocabulary. Standard scores, age equivalent scores, and percentile scores provided. |
| Photo Articulation Test (PAT) | Stoelting | 3 to 11 years | Consists of 72 color photographs designed to tap consonant, vowel, and dipthong sounds. Includes articulation age overlays to permit visual comparison of child's sound-production errors with developmental expectations. |

# Table 2 B: Annotated List of Early Childhood Assessment Instruments
## SPEECH/LANGUAGE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Porch Index of Communicative Ability in Children (PICAC) | Consulting Psychologists Press | 3 to 12 years | Includes Basic Battery (ages 3 to 6) and an Advanced Battery (ages 6 to 12). Test provides a measure of communicative competence. Ten objects facilitate comparisons across modalities. Child responds orally, with gestures, and by drawing. Function scores obtained in these areas: verbal gestural, reading, verbal description, auditory, verbal naming and reading backwards (decoding). Test is sensitive to changes over time, and can be given frequently without distorting scores. Publisher suggests extensive practice necessary for maximum benefit and recommends users attend special training workshops. |
| Preschool Language Assessment Instrument Instrument (PLAI) | Grune & Stratton | 2 to 5 years | Pinpoints verbal strengths and weaknesses of young children necessary for success in educational settings. Provides a profile of child's language designed to facilitate prescriptive teaching. |
| Preschool Language Scale-3 | Psychological Corp. | Birth to 7 years | Measures receptive and expressive language ability. Provides age equivalent scores, percentile scores, and standard scores. |

# Table 2 B: Annotated List of Early Childhood Assessment Instruments
## SPEECH/LANGUAGE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Preschool Language Scale-3 Spanish Edition (PLS-3 Spanish) | Psychological Corp. | Birth to 7 years | Adaptation of PLS-3 to test a child's receptive and expressive language in Spanish. Includes dialectal variations and alternative vocabulary for different geographic regions. |
| Receptive-Expressive Emergent Language Scale (REEL) | Pro-Ed | Birth to 3 years | This parent interview scale quantifies emerging communication skills as perceived by the parent. Provides age norms and quotients for receptive language, expressive language, and total score. |
| Receptive One-Word Picture Vocabulary Test (ROWPVT) | Academic Therapy Publications/Pro-Ed | 2 to 12 years | Uses multiple-choice pictorial format to assess vocabulary. Designed to be used as companion instrument with EOWPVT. Yields standard scores, stanines, language ages, and percentile ranks. Spanish forms available. |
| Reynell Developmental Language Scales | Western Psychological Services | 1 to 7 years | Provides both qualitative and quantitative assessment of expressive language and verbal comprehension. Incorporates a scale for children who are nonverbal or have limited hand control. |

# Table 2 B: Annotated List of Early Childhood Assessment Instruments
## SPEECH/LANGUAGE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Rhode Island Test of Language Structure | Pro-Ed | 3 to 20 years, hearing handicapped 3 to 6 years, normal hearing | Designed primarily for use with hearing handicapped, but also useful in assessing mentally retarded and learning disabled populations. Multiple choice pictorial format used to assess child's understanding of language structure (syntax). Norms derived from 513 hearing handicapped and 283 hearing children. |
| Rossetti Infant-Toddler Language Scale | Lingui Systems | Birth thru 3 years | Assesses communication and interaction in at-risk youngsters. Uses parent questionnaire and interview, parent-child interaction observation, elicited behavior and language sample to generate profile of child's development. |
| SCAN: A Screening Test for Auditory Processing Disorders | Psychological Corp. | 3-11 years | Screens for auditory processing disorders. Requires stereo audio cassette player. Derives standard scores. percentile ranks and age equivalents. |
| Sequenced Inventory of Communication Development, Revised (SICD-R) | Western Psychological Services | 4 months to 4 years | Provides profiles of receptive and expressive language skills. Expressive component includes imitating, initiating, and responding. Derives age-level norms for both receptive and expressive language. Includes standardization studies. Designed to be linked to curriculum goals and activities. |

# Table 2 B: Annotated List of Early Childhood Assessment Instruments
## SPEECH/LANGUAGE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Test de Vocabulario en Imagenes Peabody (TVIP) | American Guidance Service | 2 1/2 to 18 years | Spanish derivation of the PPVT-R. Norms developed from separate standardizations conducted in Mexico and Puerto Rico. Manual available in English or Spanish. |
| Test for Auditory Comprehension of Language - Revised (TACL-R) | DLM/Teaching Resources | 3 to 10 years | Uses line drawings to assess the child's auditory comprehension in the areas of word classes and relations, grammatical morphemes, and elaborated sentence constructions. Age scores, standard scores, percentiles are derived. |
| Test for Examining Expressive Morphology (TEEM) | Slosson Educational Publications | 3 to 8 years | Fifty-four stimulus pictures assess use of six major morphemes: present progressives, plurals, possessives, past tenses, third-person singulars, and derived adjectives. |
| Test of Early Language Development - Second Edition (TELD-2) | Pro-Ed | 2.0-7.11 years | Designed to identify language delay through evaluation of language forms (e.g., syntax, morphology, and phonology) and content (e.g., word knowledge, knowledge of conceptual categories). Standard scores, percentiles and language age derived. |
| Test of Articulation Performance - Diagnostic (TAP-D) | Pro-Ed | 3 to 9 years | Analyzes individual strengths and weaknesses in articulation through the use of six different procedures: isolated words, distinctive features, selective deep testing, continuous speech, stimulability, and verbal communication. |

# Table 2 B: Annotated List of Early Childhood Assessment Instruments
## SPEECH/LANGUAGE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Test of Auditory-Perceptual Skills (TAPS) | Children's Hospital of San Francisco | 4 to 12 years | Reported to yield valuable diagnostic information in areas of auditory discrimination, sequential memory, word memory, and interpreting directions. Provides a measure of auditory processing and hyperactivity. Stanines, percentiles, age equivalent, and standard scores are derived. |
| Test of Language Competence-Expanded Edition (TLC-Expanded) | Psychological Corp. | 5-18.11 years | Measures metalinguistic skills in areas of semantics, syntax and pragmatics. Derives subtest and composite standard scores, percentile by age, overall age equivalent score and listening comprehension and oral expression scores. |
| Test of Language Development-Primary (TOLD - P-2) | Pro-Ed | 4 to 8.11 years | Seven subtests designed to measure different components of spoken language, including semantics, syntax, and phonology. Derives standard scores, percentiles, and age equivalent scores. |
| Test of Relational Concepts | Communication Skill Builders | 3-8years | Identifies deficits in concept comprehension. Standard scores and percentiles for 10 age groups are derived. |

# Table 2 B: Annotated List of Early Childhood Assessment Instruments
## SPEECH/LANGUAGE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Test of Pragmatic Language (TOPL) | Psychological and Educational Publications, Incorporated | 5 to 13.11 years | Comprehensive assessment of ability to effectively use pragmatic language. Norms from 5 to 13.11 years of age. Criterion referenced also. |
| Test of Problem Solving (TOPS - Elementary) | Lingui Systems | 6-11 years | Expressive language test of thinking in 4 reasoning abilities. Links test performance with academic performance. Yields age equivalencies, standard scores and percentile ranks. |
| Test of Minimal Articulation Competenct (T-MAC) | Psychological Corp. | 3 years to Adult | Quick diagnostic measure of articulatory performance. Provides developmental articulation index and treatment index. |
| Test of Word Knowledge | Psychological Corp. | 5-17 years | Diagnoses deficits of word knowledge both receptively and expressively. Derives standard scores, receptive and expressive composite standard scores, age equivalents and more. |
| Utah Test of Language Development-3 (UTLD-3) | Western Psychological Services | 3 to 10 years | Measures listening and speaking through use of verbal and non-verbal items. Derives percentiles and standard scores, as well as global Language Quotient. |

# Table 2 B: Annotated List of Early Childhood Assessment Instruments
## SPEECH/LANGUAGE

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Vocabulary Comprehension Scale | DLM/Teaching Resources | 2 to 6 years | Criterion-referenced scale provides a clear summary of items passed/failed by category (e.g., quantity and size, pronouns). Provides baseline information useful in planning activities to enhance vocabulary development. |
| Weiss Comprehensive Articulation Test (WCAT) | DLM/Teaching Resources | 3 years to Adult | Criterion-referenced instrument is designed for the diagnosis of articulation disorders and delays. Derives articulation scores, age equivalent scores, intelligibility scores, and stimulability scores. |
| Wiig Criterion-Referenced Inventory of Language (CRIL) | Psychological Corp | 4 to 13 years | Measures language skills in pragmatics, semantics, morphology, and syntax. Provides baseline information to assist in intervention and to assess progress. |
| Woodcock Language Proficiency Battery | DLM/Teaching Resources | 2 years to 90 | Eight subtests provide assessments of language proficiency in areas of oral language, reading, and written language. Reports cluster scores, age scores, grade scores, instructional ranges, percentile ranks, standard scores, normal curve equivalents, relative performance indexes, and functional levels. Spanish form available; use of both English and Spanish forms permits a description of relative proficiency in each language. |
| (The) Word Test-R (Elementary) | Lingui Systems | 7-11 years | Assesses expressive vocabulary & semantics in 6 areas. Yields age equivalency, percentile ranks and standard scores. |

# Table 2 C: Annotated List of Early Childhood Assessment Instruments
# PRE-ACADEMIC/ACADEMIC

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Assessment of Basic Competencies | Scholastic Testing Service | 3 to 15 years | Individually administered diagnostic battery is designed to assess a student's competencies in 11 defined test areas in three broad domains: information processing, language, and mathematics. Useful for identifying strengths and weaknesses for instruction and for Chapter 1 assessment. Available in diagnostic and developmental response forms. |
| Basic School Skills Inventory-Diagnostic (BSSI-D) | Pro-Ed | 4 to 7 1/2 years | Provides standard scores in areas related to academic success, including daily living skills, spoken language, reading readiness, math readiness, writing readiness, and classroom behavior. Designed to be completed by a teacher or someone who has had contact with the child in an educational setting over an extended period. |
| Brigance Diagnostic Assessment of Basic Skills-Spanish Edition | Curriculum Associates | 5 to 14 years | Useful in identifying, developing, implementing, and evaluating instructional programs for Spanish-speaking students. Incorporates 102 academic skill sequences in grades K to 9. Criterion-referenced, comprehensive scale facilitates record-keeping and program planning. |

# Table 2 C: Annotated List of Early Childhood Assessment Instruments
# PRE-ACADEMIC/ACADEMIC

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Brigance Diagnostic Comprehensive Inventory of Basic Skills | Curriculum Associates | 4 to 16 years | Similar in format to the Brigance Diagnostic Inventory of Basic Skills, but more comprehensive in scope. Adds options for group testing and pre- and post tests for 51 skill sequences. Results can be linked easily to instructional objectives and IEP development. |
| Brigance Diagnostic Inventory of Basic Skills | Curriculum Associates | 4 to 13 years | Diagnostic/evaluation scale designed to assess strengths and weaknesses in readiness, reading, language arts, and math, from pre-kindergarten to 6th grade. Flexible administration permits in-depth assessment in needed areas. Individual student record books facilitate programming and monitoring of progress. |
| CTBS Readiness Test | CTB/McGraw-Hill | 5 to 7 years | Provides information on prereading skills in order to help kindergarten and first grade teachers determine if students have skills necessary for beginning reading instruction. |
| Kaufnian Assessment Battery for Children (K-ABC): Achievement Scale | American Guidance Service | 2 1/2 to 12 1/2 years | One component of the K-ABC, the Achievement Scale uses six subtests to measure acquired knowledge. Derives standard scores, percentiles, age equivalent, and grade equivalent scores. Sociocultural percentile rank scores available. |

# Table 2 C: Annotated List of Early Childhood Assessment Instruments
# PRE-ACADEMIC/ACADEMIC

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Kaufman Survey of Early Academic and Language Skills (K-SEALS) | American Guidance Service | 3 to 7 years | Individually administered, nationally normed test of expressive and receptive vocabulary, preacademic skills, and articulation. Derives standard scores, percentile ranks, and age equivalent scores. |
| Key Math Diagnostic Arithmetic Test | American Guidance Service | 4 to 12 years | Comprehensive, criterion-referenced assessment of three basic areas of mathematics: content, operations, and applications. Helps pinpoint strengths and weaknesses; useful for developing interventions and writing IEPs. |
| Peabody Individual Achievement Test | American Guidance Service | 5 years to adult | Achievement measure taps mathematics, reading, spelling, written expression and general information. Multiple-choice or oral response format and untimed responses are attractive for physically handicapped students. Derives grade and age equivalent scores, percentiles, standard scores, and normal curve equivalents. |
| Reading Yardsticks | Riverside Publishing Company | 5 to 13 years | Comprehensive criterion-referenced diagnostic reading test designed to identify students' strengths and weaknesses in reading readiness, reading and language skills. Kindergarten level assesses visual and auditory discrimination, letter and word matching, vocabulary and comprehension. Test results reported to be useful for grouping students for instruction and for developing teaching strategies. |

# Table 2 C: Annotated List of Early Childhood Assessment Instruments
# PRE-ACADEMIC/ACADEMIC

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Test of Basic Experiences, Second Edition (TOBE 2) | CTB/McGraw-Hill | 4 to 7 years | This revision of the original TOBE is designed to provide an objective measure of the degree to which young children have acquired the concepts and experiences related to early school success. Two overlapping levels (K and L) cover the period from pre-kindergarten through first grade. Four tests - Language, Mathematics, Science, and Social Studies - derive percentile scores, stanines, and NCE's. May be used for Chapter 1 eligibility. Spanish directions available, but no Spanish norms. |
| Test of Early Mathematics Ability (TEMA-2) | Pro-Ed | 3 to 9 years | Brief (5 to 10 minute) measure of early mathematics performance. Assesses informal (e.g., counting) and formal (e.g., reading and writing numerals) mathematics skills. Derives standard scores, percentile, and age equivalent scores. |
| Test of Early Reading Ability (TERA-2) | Pro-Ed | 3 to 8 years | Assesses early reading ability. Yields diagnostic information about three areas related to early reading: knowledge of alphabet, comprehension, and the conventions of reading. Reports scaled scores, percentiles, and age equivalents. |

# Table 2 C: Annotated List of Early Childhood Assessment Instruments
# PRE-ACADEMIC/ACADEMIC

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Woodcock Reading Mastery Tests - Revised (WRMT-R) | American Guidance Service | 5 years to Adult | Major revision of original WRMT provides an individual, comprehensive assessment of reading ability. Test scores form five clusters: Readiness, Basic Skills, Comprehension, Total Reading-Full Scale, and Total Reading-Short Scale. Standardized in mid-1980's on a sample of over 5,000 persons. Derives age and grade-based percentile ranks, age and grade-based normal curve equivalents, age equivalents, and grade equivalents. |
| Woodcock-Johnson: Tests of Achievement | DLM/Teaching Resources | 2 years to Adult | Part Two of the Woodcock-Johnson Psycho-Educational Batery. Comprises 10 subtests that measure achievement in four clusters: reading, mathematics, written language, and knowledge (science, social studies, and humanities). Standardized on nearly 5,000 subjects in 49 communities. Derives age and grade equivalents, percentile ranks, relative performance index, and standard scores. |

# Table 2 D: Annotated List of Early Childhood Assessment Instruments
## MOTOR/SENSORIMOTOR/SENSORY

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Bruininks-Oseretsky Test of Motor Proficiency | American Guidance Service | 4 1/2 to 14 1/2 years | Individually administered test yields scores in gross motor and fine motor functioning, as well as total score. A short form is available for screening purposes (see list of screening instruments). Requires approximately 45 to 60 minutes to administer. Derives standard scores, percentile ranks, and stanines. |
| DeGangi-Berk Test of Sensory Integration | Western Psychological Services | 3 to 5 years | Consists of 36 items measuring overall sensory integration. Three clinically significant sub domains identified: postural control, bilateral motor integration, reflex integration. Can be administered in 30 minutes. Useful for children with motor-based integration problems, tactile system processing. Problems related to behavior not addressed. |
| Development Test of Visual-Motor Integration, 3rd Revision | Stoelting | 3 to 8 years (short form) 3 to 18 years (long form) | Consists of 24 developmentally sequenced geometric forms the child copies with pencil and paper. Designed to identify visual-motor problems associated with future learning/ behavior difficulties. |
| Gross Motor Function Measure (GMFM) | Children's Development Rehabilitation Programme at Chedoke | 0 - 5 years | Criterion referenced observational instrument measures change in gross motor function over time - for children with cerebral palsy. Eighty-eight items in 5 gross motor dimensions. Can be completed in about 45 minutes. Useful for describing current level of function, determining treatment goals, describing progress. |

# Table 2 D: Annotated List of Early Childhood Assessment Instruments
## MOTOR/SENSORIMOTOR/SENSORY

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Motor-Free Visual Perception Test | Stoelting | 4 to 8 years | Motor-free test of visual perception includes subtests for visual discrimination, figure ground, spatial relations, visual closure, and visual memory. Scores reported as perceptual ages and perceptual quotients. |
| Peabody Developmental Scales | DLM/Teaching Resources | Birth to 7 years | A comprehensive motor assessment provides standard scores and age equivalents in gross and fine motor areas. Information can be linked to curriculum and intervention. |
| Preschool Embedded Figures Test | Consulting Psychologists Press | 3 to 6 years | Individually administered scales use 17 black-and-white plates, all with an embedded triangle. Used to study disembedding process; found to be correlated with visuospatial performance. |
| Sensory Integration and Praxis Tests | Western Psychological Services | 4 to 10 years | This major revision of the southern California Sensory Integration tests is designed to be administered by occupational or physical therapists who have had special training. Tests are utilized to assess visual perception, somatosensory perception, and motor performance. The entire battery must be administered. Computer scored. |

# Table 2 D: Annotated List of Early Childhood Assessment Instruments
## MOTOR/SENSORIMOTOR/SENSORY

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Test of Gross Motor Development | Pro-Ed | 3 to 10 years | Two subtests (Locomotor Skills & Object Control Skills) used to assess gross motor development in preschool and elementary age children. Subtest standard scores, percentile, and a composite quotient are reported. |
| Test of Sensory Functions in Infants | Western Psychological Services | 4 to 18 months | Conposed of 24 items, it can be individually administered in 20 minutes. Useful as a routine screening for sensory integrative dysfunction. Can be used to assess infants with difficult temperament or developmental delays. Most appropriate for 10 - 18 month age range. Yields standardized scores. |
| Test of Visual Motor Skills | Stoelting | 2 to 13 years | Form-copying test designed to provide a measure of eye-hand motor accuracy, motor control, motor coordination, and gestalt interpretation. Derives motor age scores, standard scores, and percentiles. |
| Test of Visual Perceptual Skills (TVPS) | Slosson Educational Publications | 4 to 13 years | Non-motor assessment mode used to evaluate visual-perceptual skills in seven areas: memory, spatial relationships, form constancy, sequential memory, figure-ground, and closure. Scores include scaled scores, percentiles, perceptual age, and perceptual quotient. |

# Table 2 E: Annotated List of Early Childhood Assessment Instruments
## ADAPTIVE BEHAVIOR/SOCIAL COMPETENCY/SOCIAL-EMOTIONAL

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| AAMD Adaptive Behavior Scale | Psychological Corporation | 3 years to adult | Behavior rating scale for the mentally retarded, emotionally maladjusted, and developmentally disabled. Can utilize first-person, third-party, or interview methods. |
| AAMD Adaptive Behavior Scale, School Edition | Consulting Psychologists Press | 3 to 16 years | Observational rating scale of adaptive behavior designed for use with mildly retarded, emotionally disturbed, or learning disabled populations. Instructional Planning & Diagnostic profiles available. |
| Adaptive Behavior Evaluation Scale (ABES) | Hawthorne Educational Services | 5 to 18 years | Incorporates school version (60 items to be completed by teacher) and parent rating form (52 items pertaining to home environment). May be purchased and utilized separately. National norms provided for grade levels K-12 in these areas: environmentally/interpersonal behaviors, self-related behavior, and task-related behaviors. Data derived from the ABES can be linked to programming via a separate Adaptive Behavior Intervention Manual. |
| Adaptive Behavior Inventory for Children (ABIC) | Psychological Corporation | 5 to 11 years | A component of the System of Multicultural Pluralistic Assessment (SOMPA): Structured parent interview scale provides a measure of the child's functioning in the areas of family, community, peer relations, non-academic school roles, earner/consumer, and self-maintenance. Provides standard scaled scores. Spanish administration included. |

# Table 2 E: Annotated List of Early Childhood Assessment Instruments
## ADAPTIVE BEHAVIOR/SOCIAL COMPETENCY/SOCIAL-EMOTIONAL

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Attention Deficit Disorders Evaluation Scale | Hawthorne Educational Services | 4 to 20 years | Consists of school and home versions designed to document and rate behavior associated with major characteristics of attention-deficit hyperactivity disorder (inattention, impulsivity, and hyperactivity). Reports subscale standard scores and a global percentile rank. |
| Behavior Assessment System for Children (BASC) | American Guidance Service | 4 to 18 years | A multi-modal approach to behavior ratings. Includes teacher and parent rating scales, a self-report for older students, a structured developmental history, and a student observation scale. Derives T scores and percentiles by gender and age for general and clinical populations. |
| Behavior Evaluation Scale (BES) | Pro-Ed | 5 to 18 years | Behavior rating scale designed to assist in the identification and programming for students with behavior problems. |
| Behavioral Deviancy Profile | Stoelting | 3 to 21 years | Designed to assess the degree of deviancy or disturbance in children with moderate to severe social emotional problems. Utilizes consensual approach by staff members and considers severity, duration, and age-appropriateness of behavior. |

# Table 2 E: Annotated List of Early Childhood Assessment Instruments
## ADAPTIVE BEHAVIOR/SOCIAL COMPETENCY/SOCIAL-EMOTIONAL

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Behavior Rating Instrument for Autistic & Other Atypical Children (BRIACC) | Stoelting | Autistic Children of all ages | Utilizes a standardized observation procedure to assess eight areas of motor, communication, and interpersonal behavior. Particularly useful for children considered "untestable" via traditional means. |
| Burks Behavior Rating Scale-Preschool/ Kindergarten Edition | Western Psychological Services | 3 to 6 years | Parent or teacher rating scale consisting of 105 descriptive statements designed to facilitate differential diagnosis in referred children. Comprises 18 subscales covering various areas of problem behavior. |
| Cain-Levine Social Competency Scale | Consulting Psychologists Press | 5 to 14 years | Behavioral rating scale designed to be completed by teacher or clinician to estimate social competence of MSPR populations. Yields total score plus four subscale scores: Self-help, initiative, social skills, and communications. |
| California Preschool Social Competency Scale | Consulting Psychologists Press | 2 1/2 to 5 1/2 years | To be used by teachers in the context of the preschool program. Ratings are based on cumulative observations of the child in the normal environment. Test consists of 30 items which are representative samples of the critical elements of the preschool child's social functioning. Each item can be scored on four levels of competency. Requires considerable opportunity to observe child in a variety of settings. Useful as teacher-administered instrument. Derives percentile norms for high and low occupational levels, by age and by sex. |

# Table 2 E: Annotated List of Early Childhood Assessment Instruments
## ADAPTIVE BEHAVIOR/SOCIAL COMPETENCY/SOCIAL-EMOTIONAL

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Child Behavior Checklist | University Associates in Psychiatry | 2 through 3 years<br>4 through 16 years<br>(2 versions) | Parent report format used to obtain a measure of behavior problems, social competence. Derived scores (T-score) plotted on a profile sheet by behavioral factors. Separate sex norms provided. |
| Child Behavior Rating Scale | Western Psychological Services | 4 to 8 years | 78-item rating scale completed by parent or teacher provides a profile of the child's adjustment in five areas: self, home, social, school, and physical, as well as total personality adjustment score. |
| Child Development Center Q-Sort (CDCQ) | Stoelting | Toddler to adult | Q-sort format requires the counselor, clinician, or teacher to sort cards into 7 rating categories, denoting the salience of a given characteristic for a given child. The personality profile of the target child is then compared with that of the "ideal" child of the same age and sex. Toddler, preschool, and kindergarten sets available. |
| Childhood Autism Rating Scale (CARS) | Western Psychological Services | All ages | This observational scale consists of 15 items designed to identify and rate autism and to distinguish autistic features from other developmental disorders. Provides suggested cut-off scores for autistic versus non-autistic and severity of autism. |

# Table 2 E: Annotated List of Early Childhood Assessment Instruments
## ADAPTIVE BEHAVIOR/SOCIAL COMPETENCY/SOCIAL-EMOTIONAL

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Children's Adaptive Behavior Scale (CABS) | Stoelting | 5 to 11 years | Direct assessment measure of adaptive behavior. Includes items in areas of language development, independent functioning, family role performance, economic/vocational activity, and socialization. Provides normal and mildly handicapped comparison groups. |
| Comprehensive Test of Adaptive Behavior (CTAB) | Psychological Corporation | 5 to 60 years | Utilizes an examiner test form and parent/guardian survey to provide a comprehensive assessment across six skill areas: self-help skills, home living skills, independent living skills, social skills, sensory and motor skills, and language concepts and academic skills. Norms derived from over 6,000 retarded individuals in a variety of settings. Standard scores, percentiles, and age equivalent scores derived. |
| Conners' Rating Scales | Psychological Corporation | Parent Scale: 3 to 17 years Teacher Scale: 4 to 17 years | Originally developed to help identify hyperactivity, these instruments may be useful for evaluating other symptoms and problem behaviors. Age by gender norms (T-scores) are reported. |
| Culture-Free Self-Esteem Inventory for Children and Adults (SEI) | Slosson Educational Publications | 5 years to adult | Composed of a series of self-report scales designed to determine the level of self-esteem. Five areas are measured: general, peers, school, parents, and a lie scale. Group or individual administration possible. Oral administration available on cassette tape. |

# Table 2 E: Annotated List of Early Childhood Assessment Instruments
## ADAPTIVE BEHAVIOR/SOCIAL COMPETENCY/SOCIAL-EMOTIONAL

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Early Childhood Behavior Scale (ECBS) | Hawthorne Publishing Company | 3 to 6 years | Behavior rating scale designed to be completed by primary observers such as teachers or parents. Includes four subscales: self-care, social relationships, personal adjustment, and academic progress. |
| Kohn Problem Checklist - Research Edition | Psychological Corp. | 3 to 6 years | Designed to be completed by classroom teacher. Problem checklist consists of 49 clinically significant negative behaviors observable in kindergarten or preschool setting. Two major categories of problem behavior identified (Apathy-Withdrawal and Anger-Defiance). Raw factor scores translated into standard scores derived from day care and kindergarten children in New York City. |
| Kohn Social Competence Scale - Research Edition | Psychological Corp. | 3 to 6 years | Teacher rating scale consists of 73 items for children in full-day programs and 64 items for those in half-day programs. Factor scores converted to standard scores, reported separately by sex. Bipolar rating scale describes social competency along dimensions of cooperative-compliant versus angry-defiant and interest-participation versus apathetic-withdrawn. |
| Louisville Behavior Checklist (Form E1) | Western Psychological Services | 4 to 6 years | Parent-report scale derives checklist profile, with separate norms by age and sex, on a variety of social-emotional behaviors. Standardized on multi-ethnic groups of children fairly representative of urban mid-America. Manual includes case studies. |

# Table 2 E: Annotated List of Early Childhood Assessment Instruments
## ADAPTIVE BEHAVIOR/SOCIAL COMPETENCY/SOCIAL-EMOTIONAL

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Meadow/Kendall Social-Emotional Assessment Inventory for Deaf Students | Gallaudet Bookstore | Preschool Inventory: 3 to 6 years | Teacher rating scale provides normative comparison for deaf children in areas of self-image, social and and emotional adjustments, and special concerns related to deafness. |
| Normative Adaptive Behavior Checklist (NABC) | Psychological Corporation | Birth to 21 years | Brief measure of adaptive behavior utilizes questionnaire format, designed to be completed by parent or primary caregiver. Utilizes a pool of 120 items taken from the Comprehensive Test of Adaptive Behavior. Total scores reported in standard score, percentile, and age equivalent units. |
| Oral and Written Language Scales: Listening Comprehension and Oral Expression (OWLS) | AGS | 3 to 21 years | Assessment of receptive and expressive language with age-based norms. Comprehensive sampling of language tasks addressing semantic, syntactic pragmatic and supra linguistic aspects. |
| Personality Inventory for Children (PIC), Revised Format | Western Psychological Services | 3 to 16 years | Forced-choice questionnaire designed to be completed by a primary informant such as a parent. Standardized on nearly 2,400 children ages 6-16 and 200 children 3-5. The original 600 items have been reordered into four parts permitting flexibility in administration. Reports clinical and validity scales, and a screening scale can be derived. |
| Pueba del Desarrollo Inicial del Lenguaje (PDIL) | Pro-Ed | 3 - 7 years | PDIL is a standardized test of the Spanish spoken language. It provides information that is directly related to semantic & syntactic aspects of language congition. Assesses receptive and expressive characteristics of language. |

# Table 2 E: Annotated List of Early Childhood Assessment Instruments
## ADAPTIVE BEHAVIOR/SOCIAL COMPETENCY/SOCIAL-EMOTIONAL

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| The Pyramid Scales | Pro-Ed | Birth to 78 years | Criterion and curriculum-referenced scale designed to provide a comprehensive assessment of adaptive functioning in 20 skill areas for moderately-severely handicapped populations. Observation, interview, or caregiver-report formats possible. Useful in program planning and monitoring progress. |
| Scales of Independent Behavior (SIB) | DLM/Teaching Resources | Birth to adult | Utilizes easel-binder format to interview informant (i.e., parent or caregiver) about adaptive and problem behavior. Can be used as part of the Woodcock Johnson Psycho-Educational Battery or independently. Includes full battery, short form, early development scale, individual clusters, and problem behavior scale. Derives age scores, percentile ranks, standard scores, relative performance index (RPI), expected range of independence, and instructional range. |
| School Behavior Checklist (Form A1) | Western Psychological Services | 4 to 7 years | Brief (8-10 minute) teacher checklist is designed to help teachers communicate their assessments of children's classroom behavior. Covers several social competence and clinical behaviors. |
| Screening Test for Developmental Apraxia of Speech | Pro-Ed | 4 - 12 years | Assists in differential diagnosis of developmental speech apraxia in children. |



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# Table 2 E: Annotated List of Early Childhood Assessment Instruments
## ADAPTIVE BEHAVIOR/SOCIAL COMPETENCY/SOCIAL-EMOTIONAL

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Social Skills Rating System | American Guidance Service | 3 to 18 years | Separate teacher and parent questionnaires provide measures of both positive (social skills scale) and problem behaviors (problem behavior scale). The teacher form also incorporates an index of academic competence. Problem behavior scale yields externalizing and hyperactivity subscales. Provides information on frequency and importance of behaviors, to assist in developing interventions. |
| Temperament Assessment Battery for Children (T-ABC) | Clinical Psychology Publishing Co. | 3 to 7 years | Consists of three separate rating scales (parent form, teacher form, and clinician form) designed to measure basic personality-behavior dimensions of children's temperament. Yields six temperament variables (activity, adaptability, approach/withdrawal, intensity, distractibility, and persistence) and three factor scores (emotionality, persistence, and sociability). |
| Test of Early Socioemotional Development (TOESD) | Pro-Ed | 3 to 8 years | Battery incorporates data from four sources: student rating scale (self-report), parent rating scale, teacher rating scale, and sociogram. Can administer all components or parts of battery. Percentile and standard scores derived. Reported to be helpful in the identification of behavior disorders and the isolation of problem settings. |
| T.M.R. School Competency Scales | Consulting Psychologists Press | 5 years to adult | Rating scales for MSPR populations yield scores in five skill areas: perceptual-motor, initiative-responsibility, cognition, personal-social, and language. Designed to provide a profile of strengths and weaknesses useful for programming and monitoring progress. |

# Table 2 E: Annotated List of Early Childhood Assessment Instruments
## ADAPTIVE BEHAVIOR/SOCIAL COMPETENCY/SOCIAL-EMOTIONAL

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Vineland Adaptive Behavior Scale: Classroom Edition | American Guidance Service | 3 to 13 years | Designed to assess adaptive behavior in the classroom. Consists of questionnaire completed by the teacher, skills estimated when teacher has not had opportunity to observe. Derives standard scores, percentile scores, adaptive level, and age equivalent scores in four domains: Communication, Daily Living Skills, Socialization, and Motor Skills. |
| Vineland Adaptive Behavior Scale: Interview Edition (Survey and Expanded Forms) | American Guidance Service | Birth to 19 years | Semi-structured interview of parent or caregiver utilized to provide assessments of adaptive behavior in either general (Survey Form) or comprehensive (Expanded Form) formats. Reports scores in four domains: Communication, Daily Living Skills, Socialization, and Motor Skills. A Maladaptive Behavior domain score available for ages 6 and older. Expanded Form especially useful for program planning. |
| Walker Problem Behavior Identification Checklist | Western Psychological Services | 2 to 12 years | Teacher-completed checklist designed to identify children with behavior problems. Total score and five scales: acting out, withdrawal, distractibility, disturbed peer relations, and immaturity. Cutoff scores for referral and a profile to assist in planning interventions are included. |

# Table 2 F: Annotated List of Early Childhood Assessment Instruments
## MULTI-SKILLS BATTERIES/DEVELOPMENTAL INVENTORIES

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| ALPS: Assessment, Evaluation, and Programming System for Infants and Children | The Speech Bin | Birth to 3 years | Comprehensive interdisciplinary assessment tool to measur young child's functional skills in six key domains of fine motor, gross motor, adaptive, cognitive, social communication and social development and monitor progress. |
| Arizona Basic Assessment and Curriculum Utilization System (ABACUS) | Love Publishing Company | 2 to 5 1/2 years | Criterion-referenced scale emphasizes parental involvement in the development of skills in domains such as body management, self-care, communication, socialization, and pre-academics. This system emphasizes ecological, ongoing assessment whose primary purpose is instruction. Comprehensive screening/diagnosis/assessment system most helpful within the context of an early childhood program. |
| Battelle Developmental Inventory (BDI) | DLM/Teaching Resources | Birth to 8 years | Test provides standard scores, percentile ranks, and developmental age scores in 5 domains: cognitive, communication, motor, personal-social, and adaptive. Provides alternative administrative procedures for various handicapping conditions. A variety of assessment methods are used, including structured items, observation, and parent and teacher report. Originally developed as evaluation tool for HCEEP programs. Especially useful for children with various handicapping conditions, because of special administration procedures. |
| Callier-Azusa Scale: Assessment of Deaf/Blind Children | VORT Corp. | Birth to 9 years | Structured items and extended observation are used to assess deaf-blind and multiply handicapped children. Test provides measure of skill in these areas: motor developmen perceptual development, language development, daily living skills, and socialization. Particularly useful at lower developmental levels. Age-equivalent estimates can be derived. |

# Table 2 F: Annotated List of Early Childhood Assessment Instruments
## MULTI-SKILLS BATTERIES/DEVELOPMENTAL INVENTORIES

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Developmental Observation Checklist System | Stoelting | Birth to 6 years | Three-part system for assessing general development, adjustment behavior and levels of parent stress and support. Designed to be completed by parents or caregivers. |
| Hawaii Early Learning Profile | VORT Corp. | Birth to 3 years | Criterion-referenced developmental profile. Charts display over 650 specific skills/objectives in six developmental areas: cognitive, language, gross motor, fine motor, social-emotional, and self-help. Developmentally sequenced activities in month-by-month increments. |
| High/Scope Child Observation System (COR) | High/Scope Press | 2 1/2 to 6 years | The High/Scope Child Observation Record (COR) is an assessment instrument that can be used by a trained observer while children are involved in normal program activities in early childhood settings. Assessment is based upon observation of the child's behaviors and activities in six developmental categories: initiative, social relations, creative representation, music and movement, language and literacy, and logic and mathematics. Behaviors noted by the observers primarily are those the child initiates. |
| Inventory of Early Development - Revised | Curriculum Associates | Birth to 7 years | Part of the Brigance system, the Inventory helps to identify "at-risk" infants & preschoolers. Includes over 200 developmental, readiness, and early academic skills assessments in 11 major skills areas. |

# Table 2 F: Annotated List of Early Childhood Assessment Instruments
## MULTI-SKILLS BATTERIES/DEVELOPMENTAL INVENTORIES

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Kaufman Development Scale (KDS) | Stoelting | Birth to 10 years | Curricular test consisting of 270 behavioral evaluation items that assess skill attainment and can be expanded to link to instructional objectives. Yields developmental age, developmental quotient, and individual construct ages and quotients for gross and fine motor, receptive and expressive language, and personal and inter-personal behavior. |
| Kent Infant Development Scale (KIDS) | Kent Developmental Metrics | Birth to 1 year | Parent report scale offers manual or computer scoring. Reports developmental age scores in 5 domains: cognitive, motor, language, self-help, and social. Emergent behaviors can be derived from computer scoring, useful for conferencing and planning intervention. Useful for any age child whose developmental functioning levels are under 1 year. |
| Learning Accomplishment Profile - Diagnostic (LAP-D) | Kaplan School Supply | 1 to 6 years | Designed by Chapel Hill training-outreach specialists to assess children's progress. Criterion-referenced instrument which provides an assessment of the child's skills in these areas: language/cognitive, fine motor, gross motor, self-help, and cognitive. Useful as diagnostic tool to plan and evaluate remedial programs. |
| Learning Accomplishment Profile (LAP) - Revised Edition | Kaplan School Supply | 3 to 6 years | Criterion-referenced measure designed to provide a systematic assessment of young children's skills. Examines 7 areas of development: gross motor, fine motor, pre-writing, cognitive, language, self-help, and personal-social. Can be linked to LAP instructional activities. |

# Table 2 F: Annotated List of Early Childhood Assessment Instruments
## MULTI-SKILLS BATTERIES/DEVELOPMENTAL INVENTORIES

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Minnesota Child Development Inventory | Behavior Science Systems, Inc. | 1 to 6 years | Parent-report scale provides a comparison of child's development with peers of same age and sex in 8 areas: general development, gross and fine motor, expressive language, comprehension-conceptual, situation comprehension, self-help, personal-social. Age equivalent scores are plotted, and performance is scored as normal, 20% below age criteria, or 30% below age criteria. Research finds the MCDI a good discriminator between problem and non-problem children at ages 3-4. Useful for children who may be mentally retarded, physically handicapped, or who may have developmental or language delays. |
| Mullen Scales of Early Learning (Infant and Preschool Versions) | American Guidance Service | Birth to 3 years<br>2 to 5 1/2 years | Assesses language, motor, and perceptual abilities using using both visual and language skills at receptive and expressive levels. Derives T-scores and age scores. |
| Pediatric Evaluation of Disability Inventory (PEDI) | New England Medical Center Hospitals | 6 months to 7 years (can be used for older children with deficient functional abilities) | Judgement-based instrument. Measures both capabilities and performance of functional activities in domains: self-care, mobility, social function. Yields normative standard scores and scaled performance scores for functional skills and caregiver assistance. |
| Preschool Evaluation Scale (PES) | The Speech Bin | Birth to 35 mos.<br>36 - 72 mos. | Standardized instrument that gives you a developmental profile of cognitive thinking, expressive language, social-emotional behavior, self-help and large and small muscle skills. |

# Table 2 F: Annotated List of Early Childhood Assessment Instruments
## MULTI-SKILLS BATTERIES/DEVELOPMENTAL INVENTORIES

| Test | Publisher | Age Range | Description/Comments |
|---|---|---|---|
| Psychoeducational Profile - Revised (PEP-R) | Pro-Ed | 6 months to 7 years | Uses structured tasks and informal assessment to assess skills and behaviors of children with autistic-like and other communication handicaps. Provides a profile of skills. |
| Tarc Assessment System | Pro-Ed | 3 to 16 years | Behavioral observation by teacher, parent, or other adult close to child used to provide information about child's functioning in areas of self-help, motor, communication, and social development. Observable behaviors used by rater to provide measure of performance. Standardized on institutionalized mentally retarded population. |
| Test of Pragmatic Language | The Speech Bin | 5 - 12 years | Measures ability to use language in social situations and a context using narrative and story contexts. Normed. |
| Uniform Performance Assessment System (UPAS) | Psychological Corporation | Birth to 6 years | Designed for use with moderately and severely handicapped children. Criterion-referenced assessment permits the use of developmental age estimates. Four skill areas assessed: preacademic/fine motor, communication, social/self-help, and gross motor. Data can be linked directly to IEP objectives and interventions. |

# Table 3: Addresses of Test Publishers

Academic Therapy Publications
Test Division
20-B Commercial Blvd.
Novato, CA 94947-6191

American Foundation for the Blind
15 West 16th
New York, NY 10011

American Guidance Service
Publishers' Building
P. O. Box 99
Circle Pines, MN 55014-1796

Behavior Science Systems, Inc
Box 1108
Minneapolis, MN 55440

Callier Center for Communication Disorders
1966 Inwood Road
Dallas, TX 75235

Child Development Centers of the
Bluegrass, Inc.
P. O. Box 8003
Lexington, KY 40503

Childcraft Education Corporation
20 Kilmer Road
P. O. Box 3081
Edison, NJ 08818-3081

Children's Development Rehabilitation
Programme at Chedoke
McMasters Hospitals
Gross Motor Building 74, Room 29
Box 2000, Station A
Hamilton, Ontario L8N325

Children's Hospital of San Francisco
Publication Department OPR-110
P. O. Box 3805
San Francisco, CA 94119

Clinical Psychology Publishing Co.
4 Conant Square
Brandon, VT 05733

Communication Skill Builders
3830 E. Bellevue
P. O. Box 42050
Tucson, AZ 85733

Consulting Psychologists Press, Inc.
577 College Avenue
P. O. Box 60070
Palo Alto, CA 94306

CTB/McGraw-Hill
Order Service Center
Del Monte Research Park
Monterey, CA 93940

Curriculum Associates
5 Esquire Road
North Billerica, MA 01862-2589

DLM Teaching Resources
P. O. Box 4000
One DLM Park
Allen, TX 75002

Early Recognition Intervention Systems
P. O. Box 1635
Pawtucket, RI 02862

Educational Studies and Development
1357 Forest Park Road
Muskegon, MI 49441

Educational Testing Service
Rosedale Road
Princeton, NJ 08541

# Table 3: Addresses of Test Publishers

Follett Publishing Company
1010 West Washington Blvd.
Chicago, IL 60607

Hawthorne Educational Services
P. O. Box 7570
Columbia, MO 65205

Humanics Limited
P. O. Box 7447
Atlanta, GA 30309

LADOCA Publishing Foundation
5100 Lincoln Street
Denver, CO 80222

Minneapolis Public Schools
Prescriptive Instruction Center
254 Upton Avenue, South
Minneapolis, MN 55405

Pro-Ed
5341 Industrial Oaks Boulevard
Austin, TX 78735-8898

Gallaudet Bookstore
P. O. Box 300
Kendall Green
Washington, DC 20002

High/Scope Press
600 North River Street
Ypsilanti, MI 48198-2898

Kaplan School Supply Corporation
1310 Lewisville-Clemmons Road
Lewisville, NC 27023

Lingui Systems
3100 4th Avenue
P. O. Box 747
East Moline, IL 61244-0747

New England Medical Center Hospitals
c/o PEDI Research Group
750 Washington St., #75 K-R
Boston, MA 02111-1901

Psychological Corporation (The)
Harcourt Brace Jovanovich, Inc.
555 Academic Court
San Antonio, TX 78204-0952

Grune & Stratton
465 South Lincoln Drive
Troy, MO 63379-2899

Hiskey, Dr. Marshal S.
5640 Baldwin
Lincoln, NE 68507

Kent Developmental Metrics, Inc.
P. O. Box 3178
126 West College Avenue
Kent, OH 44240-3178

Love Publishing Company
1777 South Bellaire Street
Denver, CO 80222

Perkins School for the Blind
Watterman, MA 02172

Psychological & Educational Publications,
Incorporated
1477 Rollins Road
Burlingame, CA 94010-2316

# Table 3: Addresses of Test Publishers

Riverside Publishing Company
8420 Bryn Mawr Avenue
Chicago, IL 60631

Special Press, Inc.
11230 West Avenue, Suite 3205
San Antonio, TX 78213

Test Corporation of America
330 W. 47th Street, Suite 205
Kansas City, MO 64112

VORT Corporation
P. O. Box 11757
Palto Alto, CA 94306

Scholastic Testing Service, Inc.
480 Meyer Road
P. O. Box 1056
Bensonville, IL 60106-8056

Stoelting Company
1350 S. Kostner Avenue
Chicago, IL 60623

University Associates in Psychiatry
Department of Psychiatry
University of Vermont
1 South Prospect Street
Burlington, VT 05401

Walker Publishing Company
720 Fifth Avenue
New York, NY 10019

Slosson Educational Publications,
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